





Curriculum | Medium Term Plan - Autumn 2021

Challenge Pack:	Around the world in 80 eats	Challenge outcome:	Oracy focus – Chn will create a short iMovie trailer to showcase their geography and DT work. They will be able to explain where food comes from and why.	NC Year:	3		
Summary	Chn will travel the world (Europe, North and South America) through music. Chn to 'visit' each of the continents and identify similarities and differences in: culture, music, food, human and physical geographical differences.	Hook:	A tasting session of foods from around the world provided by school chef.				
Key texts:	Fiction: Around the world in 80 days Non-Fiction:	Trips and visits:	N/A	Inspire sessions:	3TB – 18.10.21 3JF – 08.11.21 3SB - 01.11.21		
	<ul style="list-style-type: none"> I can speak clearly so that my words can be understood I can stand still and calmly 		<ul style="list-style-type: none"> I am starting to choose and make use of words related to the talk genre I am beginning to incorporate some technical vocabulary that I have learned 		<ul style="list-style-type: none"> I can say sentences that are related to the central theme or topic. I can use evidence to back up my point. 		<ul style="list-style-type: none"> I can find the confidence to speak in front of an audience. I am open to feedback and respond positively to improve my talk

	Maths:	English:	Class reader: Phonics:	NICER:	Discrete/ Special events:
06.09.21	<p>Area of learning: Basic skills</p> <p>Knowledge and skills:</p> <p>Mental maths focus:</p> <p>Counting and reading numbers</p> <p>Read and write numbers</p> <p>Number bonds.</p>	<p>Purpose: Basic skills</p> <p>Text type: : Chn to write up class rules with a focus on handwriting and a short narrative of their perfect day out (sentence level) focusing on sentence structure.</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - To use the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to another are best left unjoined - Use capital letters and full stops to demarcate sentences (focus on sentence structure- what are the components of a sentence? - Identify word types (nouns, adjectives, verbs) - 	<p>Phonics: zh spelt as s (treasure / pleasure) – <i>include spellings from phonics overview</i></p>	<p><u>Where are the continents and oceans?</u></p> <p><u>Killer questions.</u></p> <p>Where are the different continents and countries located in the world?</p> <p>Can you identify the different parts of a plant?</p> <p>Explore the challenge</p> <p>(G2.1a) As geographers WALT: Locate the world’s countries and cities, using maps to focus on Europe (Inc. Russia) and North and South America</p> <p>Outcome – Chn will plot all continents, the equator and oceans on world map.</p> <p>(S2.1j) As scientists WALT: Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.</p> <p>Outcome – Chn will label the parts of a plant and say what their functions are.</p> <p>(RE) As theologists WALT: describe moral behaviours and values so that we can write class rules.</p> <p>Outcome – Whole class discussion about how we like to be treated and how that relates to our treatment of our peers. Cross-curricular with English writing outcome.</p> <p>Link to challenge outcome (for weeks learning) – Chn will know the names of the continents and oceans and be able to identify them on a map of the world.</p>	<p>Rosh Hashanah (6-8 September)</p> <p>International Literacy Day (8 September)</p>
Homework	<p>Number bond or timetables practise: 100’s, 10’s and 1’s. Compare the links between 100’s 10’s and 1’s and how this links to place value.</p>	<p>Spellings:</p> <p>Words with the long /ai/ sound spelt with ei</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Using maps, atlases and ICT, find out the names of 5 European countries and create a factfile about one of them.</p>	

Area of learning: Place value.**Knowledge and skills:**

To recognise the place value of each digit in a two-digit number.
To recognise the place value of each digit in a three-digit number (hundreds, tens, ones).

Mental maths focus: Number bonds.

WALT: Explore the link between 10 and 100.

WALT: Explore numbers up to 1000.

WALT: Understand 3 digit numbers are made of 100, 10's and 1's.

WALT: Represent 3 digit numbers as 100, 10's and 1's.

Purpose: Entertain

Text type: **Around the world in 80 days**- Chn to write a character description on Phileas Fogg

Knowledge and Skills:

- Use expanded noun phrases to describe
- Use capital letters correctly for proper nouns
- To write in the correct person for the genre
- Know that proper nouns need capital letters
- To use a range of simple conjunctions eg. And, then, but, so, because.
- To write In the correct tense for the purpose of the genre

Phonics: tion, cion, sion

What are the countries of Europe?Killer questions

Where are different countries and continents located in the world?

How is the identified country similar or different to the United Kingdom?

What does a plant need to survive effectively?

(G2.1a) As **geographers** WALT: Locate the world's countries and cities, using maps to focus on Europe (Inc. Russia) and North and South America

Outcome – Chn will locate Europe on a world map and then move onto labelling the countries of Europe

(G2.1a) As **geographers** WALT: Locate the world's countries and cities, using maps to focus on Europe (Inc. Russia) and North and South America.

Outcome – Chn will continue to look at the countries of Europe and their capital cities

(G2.4a) As **geographers** WALT Use maps, atlases, globes to locate countries and describe features studied .

Outcome – Chn will look at Spain in greater detail, create a factfile about the country.

(S2.1k) As **scientists** WALT: Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.

Outcome (part 1)– Chn will set up a practical investigation about what plants need to grow and make predictions/take measurements. Plant seeds and keep each plant in different conditions (part 2 in week 3).

Hook – tasting session of foods from around the world – Caribbean, Europe, N.America, S.America and foods that reflect our school community with flags, labels and menus on tables. To take place in school canteen.

Link to challenge outcome (for weeks learning) – Chn will know the countries of Europe and capital cities. Chn will focus on 1 or 2 countries to focus on to look at in greater depth over the coming weeks (Spain or Italy because of Mediterranean climate which they will look at in greater detail in Summer challenge pack, also the crossover with South/Latin America).

Jeans for Genes

(begins 13 September)

International Day of Democracy (15 September)

Homework	<p>Number bond or timetables practise: Using number lines up to 1000 we will be finding 1, 10, and 100 more and less.</p>	<p>Spellings: Words with endings that sound like /shus/ spelt with -cious</p> <p>Words with the long /ai/ sound spelt with ey</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Use the factfile you created last week and find out names and any other interesting information about 3 tourist attractions in your European country of choice.</p>	
20.09.21	<p>Area of learning: Place value.</p> <p>Knowledge and skills: To compare numbers up to 1000. To find 10 more or less than a given number. To find 10 or 100 more or less than a given number.</p> <p>Mental maths focus: 100's, 10's and 1's</p> <p>WALT: Use number lines up to 100. WALT: Use number lines up to 1000.</p> <p>WALT: FIND 1, 10 or 100 more or less.</p> <p>WALT: FIND 1, 10 or 100 more or less.</p>	<p>Purpose: Entertain Text type: Around the world in 80 days- Chn to write a character description on Phileas Fogg</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - To use scaffolding and support to aid planning - To proof read to check for errors in grammar and punctuation - With support, can make improvements to their own and others writing. - 	<p>Phonics: --adding -ing, -ed, -er, -est to words ending in y -adding -ing, ed, er, est to words ending in e -adding -ing, -ed, -er, -est to words when doubling consonant (hopping, hopped)</p>	<p>What are the landmarks of Europe?</p> <p><u>Killer questions</u> What are the physical features of an identified country? What are the human features of an identified country? What does a plant need to survive effectively?</p> <p>(G2.2a) As geographers WALT: Understand geographical similarities and differences between two regions—physical. Outcome – Chn will look at the rivers and mountains of Spain on a map and those of the UK on a map. They will look at similarities and differences.</p> <p>(G2.3a) As geographers WALT: Understand geographical similarities and differences between two regions—human. Outcome – Chn will look at tourist attractions and places of interest of Spain and discuss similarities and differences to the UK.</p> <p>(S2.1f) As scientists WALT: Report on findings from enquiries, through oral and written explanations, displays or presentations of results and conclusions. Outcome – Chn will report on the findings of plants left in different conditions over the past week.</p> <p>(RE) As theologists WALT: Explain religious influences in own lives, community and in other people's lives. Outcome – Whole class discussion on our own religions and how they affect our lives. Chn will complete a grid about the different religions in our community and key aspects that affect how we interact with and treat each other.</p> <p>Link to challenge outcome (for weeks learning) – Chn will look at the physical geography (mountains and rivers) and then look at other places of interest such as tourist attractions and other examples of human geography.</p>	<p>Sukkot (begins 20 September) International Day of Peace (21 September) European Day of Languages (26 September) Yom Kippur (begins 27 September)</p>

Homework	<p>Number bond or timetables practise: Use correct symbols to compare tow numbers, order numbers and count in steps.</p>	<p>Spellings:</p> <p>Words with the long /ai/ sound spelt with ai</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Using the information on showbie, choose a European artist and create a self-portrait in their style.</p>	
27.09.21	<p>Area of learning: Place value.</p> <p>Knowledge and skills: To compare and order numbers up to 100. Count from 0 in multiples of 5, 50 and 100;.</p> <p>Mental maths focus: 100's, 10's and 1's 5 times tables</p> <p>WALT: Use object to compare two numbers.</p> <p>WALT: Observe and compare two numbers.</p> <p>WALT: Order numbers from smallest to largest.</p> <p>WALT: Use our knowledge of 5 times tables to count in steps of 50.</p>	<p>Purpose: Entertain Text type: Around the world in 80 days- Chn to write a setting description (work on physical/human features (Spain) to support a setting description of Fogg's journey through Europe)</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - Know what adjectives are and not to over use them. - To start to use adventurous word choices to add detail - Use of technical vocabulary linked to the text type (gathered through NICER) - Use expanded noun phrases to describe 	<p>Phonics: --adding -ing, -ed, -er, -est to words ending in y -adding -ing, ed, er, est to words nding in e -adding -ing, -ed, -er, -est to words when doubling consonant (hopping, hopped) (carried over from week 3)</p>	<p><u>What about the culture and food of Europe?</u></p> <p><u>Killer questions</u> What are the human features of an identified country? What is the culture, community and religion like in the place studied? How do different plants reproduce?</p> <p>(D2.5f) As designers WALT: Explain where foods come from e.g. region of the world, how they are produced. Outcome – Chn given a map of Europe and different foods to plot on the map, discuss agriculture, climate and food which is mass produced. Chn will then look at traditional dishes in European countries in relation to what grows their naturally.</p> <p>(A3.1b) As artists WALT: Know about/draw inspiration from a range of artists or cultures to influence work. Outcome – Chn will learn about Pablo Picasso and the art theory behind his work on cubism</p> <p>(A3.1b) As artists WALT: Know about/draw inspiration from a range of artists or cultures to influence work. Outcome – Chn will create their own self-portraits in the style of Picasso (cubism)</p> <p>(S2.1m) As scientists WALT: Explore and understand the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Outcome – Chn will sequence the life cycle of a flowering plant and explain each stage.</p> <p>Link to challenge outcome (for weeks learning) – Chn will look at the regions in Europe that produce food and the different types. Chn will look at the art/artists of selected countries.</p>	<p>Sukkot ends (27 September) Yom Kippur ends (28 September) Black History Month (begins 1 October)</p>
	Homework	<p>Number bond or timetables practise: Add and subtract 1-digit and 3-digit numbers, both not crossing and crossing 10.</p>	<p>Spellings:</p> <p>Words with /ur/ sounds spelt with ear</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Using maps, atlases and ICT, find out the names of 5 N.American countries and create a factfile about one of them.</p>

04.10.21	<p>Area of learning: Addition and subtraction</p> <p>Knowledge and skills: To add and subtract numbers mentally, including: a three-digit number and ones and a three-digit number and tens.</p> <p>Mental maths focus: Compare numbers. Add and subtract 1's</p> <p>WALT: Add and subtract multiples of 100.</p> <p>WALT: Add and subtract 3-digit and 1-digit numbers- not crossing 10.</p> <p>WALT: Add 3-digit and 1-digit numbers-crossing 10.</p> <p>WALT: Subtract a 1-digit number from 3-digit number – crossing 10.</p>	<p>Purpose: Entertain Text type: Around the world in 80 days- Chn to write a setting description (work on physical/human features (Spain) to support a setting description of Fogg's journey through Europe)</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - To use scaffolding and support to aid planning - To proof read to check for errors in grammar and punctuation - With support, can make improvements to their own and others writing. 	<p>Phonics:</p> <ul style="list-style-type: none"> -adding es to words ending in y -adding suffixes – meant -adding suffixes –ness -adding suffixes –ful -adding suffixes –less -adding suffixes – ly 	<p>What are the countries of North America?</p> <p><u>Killer questions</u> Where are different countries and continents located in the world? How is the identified country similar or different to the United Kingdom? How is water transported through plants?</p> <p>(G2.1a) As geographers WALT: Locate the world's countries and cities, using maps to focus on Europe (Inc. Russia) and North and South America. Outcome – Chn will locate North America on a world map and then move onto labelling the countries.</p> <p>(G2.1a) As geographers WALT: Locate the world's countries and cities, using maps to focus on Europe (Inc. Russia) and North and South America Outcome – Chn will continue to look at the countries of N.America and their capital cities</p> <p>(G2.4a) As geographers Use maps, atlases, globes to locate countries and describe features studied . Outcome – Chn will look at USA in greater detail, create a factfile about the country.</p> <p>(S2.1l) As scientists WALT: Investigate the way in which water is transported within plants.</p> <p>Outcome – Chn will set up a practical investigation about how water travels through plants using celery and food colouring with plants kept at different temperatures.</p> <p>Link to challenge outcome (for weeks learning) – Chn will know the countries of North America and capital cities. Chn will focus on 1 or 2 countries to focus on to look at in greater depth over the coming weeks (USA).</p>	<p>World Space Week (begins 4 October) World Teachers' Day (5 October) Walk to School Day (6 October) World Mental Health Day (10 October) World Homeless Day (10 October)</p>
Homework	<p>Number bond or timetables practise: Add and subtract 2-digit and 3-digit numbers, both not crossing and crossing 100.</p>	<p>Spellings: Homophones and near homophones</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Use the factfile you created last week and find out names and any other interesting information about 3 tourist attractions in your N.American country of choice.</p>	<p>6JD Class assembly 5SU INSPIRE</p>

11.10.21	<p>Area of learning: Addition and subtraction</p> <p>Knowledge and skills: Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction To add and subtract numbers mentally, including: a three-digit number and ones and a three-digit number and tens.</p> <p>Not yet using column method but using number bonds and pictorial form.</p> <p>Mental maths focus: Addition and subtraction of 1-digit and 3-digit numbers.</p> <p>WALT: Add and subtract 3-digit and 2-digit numbers- not crossing 100.</p> <p>WALT: Add 3-digit and 2-digit numbers-crossing 100.</p> <p>WALT: Subtract a 2-digit number from 3-digit number – crossing 100.</p> <p>WALT: Add and subtract 100's to 2-digit and 3-digit numbers.</p>	<p>Purpose: Entertain Text type: Around the world in 80 days- Chn to retell a section of Philleas Fogg's journey using their knowledge of North America.</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - Use joining words to provide more description/information in sentences - Begin to use pronouns to avoid repetition - Understand the different sentence type and the rules for each - Use ENP's to describe and specify - To demonstrate an understanding of purpose and audience 	<p>Phonics:</p> <ul style="list-style-type: none"> -adding es to words ending in y -adding suffixes – meant -adding suffixes –ness -adding suffixes –ful -adding suffixes –less -adding suffixes – ly <p>(carried over from week 5)</p>	<p>What are the landmarks of North America?</p> <p><u>Killer questions</u> What are the physical features of an identified country? What are the human features of an identified country?</p> <p>(G2.2a) As geographers WALT: Understand geographical similarities and differences between two regions—physical.</p> <p>Outcome – Chn will look at the rivers and mountains of USA on a map and those of the UK on a map. They will look at similarities and differences.</p> <p>(G2.3a) As geographers WALT: Understand geographical similarities and differences between two regions—human.</p> <p>Outcome – Chn will look at tourist attractions and places of interest of USA and discuss similarities and differences to the UK.</p> <p>(G2.2a) As geographers WALT: Understand geographical similarities and differences between two regions—physical. Outcome – Chn will look at the rivers and mountains of Jamaica on a map and those of the UK on a map. They will look at similarities and differences.</p> <p>(RE) As theologists WALT: identify the origins of religions and the importance of religious teachings. Outcome -</p> <p>Link to challenge outcome (for weeks learning) – Chn will look at the physical geography (mountains and rivers) and then look at other places of interest such as tourist attractions and other examples of human geography.</p>	<p>National Braille Week begins (11 October) Ada Lovelace Day (12 October) World Food Day (16 October) International Day for the Eradication of Poverty (17 October)</p>
	Homework	<p>Number bond or timetables practise: Add and subtract 2-digit and 3-digit numbers, both not crossing and crossing 100, using column method.</p>	<p>Spellings:</p> <p>Homophones and near homophones</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Using the information on showbie, choose a American artist and create a self-portrait in their style.</p>

18.10.21	<p>Area of learning: Addition and subtraction</p> <p>Knowledge and skills: To add and subtract numbers with up to two digits, using formal written methods of columnar addition and subtraction (as per the calculations policy)</p> <p>To subtract numbers with up to three digits, using formal written methods of columnar addition. (see calculation policy for the method).</p> <p>Mental maths focus: Addition and subtraction of 2-digit and 3-digit numbers Place value.</p> <p>WALT: Discover patterns in adding 1's, 10's and 100's to 3-digit numbers.</p> <p>WALT: Add and subtract 3-digit and 2-digit numbers- not crossing 10 or 100.</p> <p>WALT: Add 3-digit and 2-digit numbers- crossing 10 and 100.</p> <p>WALT: Subtract a 2-digit number from 3-digit number – crossing 10 and 100.</p>	<p>Purpose: Entertain Text type: Around the world in 80 days- Chn to retell a section of his journey using their knowledge of North America.</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - To use scaffolding and support to aid planning - To proof read to check for errors in grammar and punctuation - With support, can make improvements to their own and others writing. - To proof read to check for errors in grammar and punctuation - With support, can make improvements to their own and others writing. - 	<p>Phonics: possessive apostrophe, contractions and homophones</p>	<p>What about the food and culture of North America?</p> <p><u>Killer questions</u> What are the human features of an identified country? What is the culture, community and religion like in the place studied?</p> <p>(D2.5f) As designers WALT: Explain where food come from e.g. region of the world, how they are produced. Outcome – Chn given a map of North America and different foods to plot on the map, discuss agriculture, climate and food which is mass produced. Chn will then look at traditional dishes in North American countries in relation to what grows there naturally (focus on USA and Jamaica)</p> <p>(A3.1b) As artists WALT: Know about/draw inspiration from a range of artists or cultures to influence work. Outcome – Chn will learn about Frida Kahlo and the art theory behind her work on self-portraits</p> <p>(A3.1b) As artists WALT: Know about/draw inspiration from a range of artists or cultures to influence work. Outcome – Chn will create their own self-portraits in the style of Frida Kahlo</p> <p>(RE) As theologists WALT: discuss the importance of marl behaviours and values. Outcome – Chn will have a whole class discussion to reflect on the class rules that they wrote in week 1. Chn must explain times when they have stuck to them even though it was difficult and times when they have broken them and the impact that this has had on other's.</p> <p>Link to challenge outcome (for weeks learning) – Children will develop their understanding of the food and culture typical to North America so that they can inform others of it in their outcome.</p>	<p>Anti-Slavery Day (18 October) The Prophet Muhammad's birthday (19 October) International Stammering Awareness Day (22 October)</p>
Homework	<p>Number bond or timetables practise:</p>	<p>Spellings: Review week</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Using maps, atlases and ICT, find out the names of 5 S.American countries and create a factfile about one of them.</p>	<p>3TB INSPiRE Everybody write day</p>
25.10.21				<p><i>Half Term</i></p>	<p>Halloween (31 October)</p>

Homework	Number bond or timetables practise: Add and subtract two 3-digit numbers, both not crossing and crossing 100.	Spellings: Creating adverbs using the suffix-ly (no change to the root word) (SODA'S- understand what root words, prefixes and suffixes are)	Reading book/ Reading Plus	Flipped homework:	
01.11.21	<p>Area of learning: Addition and subtraction</p> <p>Knowledge and skills: with up to two digits, using formal written methods of columnar addition and subtraction (as per the calculations policy)</p> <p>To subtract numbers with up to three digits, using formal written methods of columnar addition. (see calculation policy for the method).</p> <p>Mental maths focus: Adding and subtracting 2-digit and 3-digit numbers using formal column method.</p> <p>WALT: Add two 3 digit numbers – not crossing 10 or 100</p> <p>WALT: Add two 3 digit numbers –10 or 100</p> <p>WALT: subtract two 3 digit numbers – not crossing 10 or 100</p> <p>WALT: subtract two 3 digit numbers –crossing 10 or 100</p>	<p>Purpose: Inform Text type: Chn to write a diary entry as Philleas Fogg about a day visiting a country in South America (Brazil)</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - To write in the correct person for the purpose of the genre (1st, 3rd) - Understand different sentence types and rules for each including different elements to include (simple and compound). - To use an increasing variety of sentence openings: beginning to use fronted adverbials to express time and place - To select adventurous vocabulary to add detail and engage the reader 	<p>Brazil factfile</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading for pleasure •Reading plus 	<p><u>What are the countries of South America?</u></p> <p><u>Killer questions</u> Where are different countries and continents located in the world? How is the identified country similar or different to the United Kingdom? What is nutrition and where does it come from?</p> <p>(G2.1a) As geographers WALT: WALT: Locate the world's countries and cities, using maps to focus on Europe (Inc. Russia) and North and South America. Outcome – Chn will locate South America on a world map and then move onto labelling the countries.</p> <p>(G2.1a) As geographers WALT: WALT: Locate the world's countries and cities, using maps to focus on Europe (Inc. Russia) and North and South America. Outcome – Chn will continue to look at the countries of S.America and their capital cities</p> <p>(G2.4a) As geographers Use maps, atlases, globes to locate countries and describe features studied . Outcome – Chn will look at Brazil in greater detail, create a factfile about the country.</p> <p>(S2.1r) As scientists WALT: Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Outcome – Chn will identify the different food groups and say what each one does, then they will make observations about what is likely to happen when food groups are missed out</p> <p>Link to challenge outcome (for weeks learning) – Chn will know the countries of South America and capital cities. Chn will focus on 1 or 2 countries to focus on to look at in greater depth over the coming weeks</p>	<p>All Saints' Day (1 November) Diwali/Deepavali (4 November) Guy Fawkes Day (5 November)</p>

Homework	<p>Number bond or timetables practise: Practise using the inverse operation to check the answers of multiplication and division problems.</p>	<p>Spellings:</p> <p>Creating adverbs using the suffix –ly (root word ends in ‘y’ with more than one syllable)</p> <p>(SODA’S- understand what adverbs are and how to identify them)</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Use the factfile you created last week and find out names and any other interesting information about 3 tourist attractions in your S.American country of choice.</p>	<p>3SB INSPIRE</p>
08.11.21	<p>Area of learning: Addition and subtraction</p> <p>Knowledge and skills: To estimate the answer to a calculation and use inverse operations to check answers on a regular basis</p> <p>Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.</p> <p>Mental maths focus: Adding and subtracting two 3-digit numbers.</p> <p>WALT: Estimate answers to calculations.</p> <p>WALT: find different ways to check answers to calculations.</p> <p>WALT: Answer mixed addition and subtraction problems.</p> <p>Mini assessment</p>	<p>Purpose: Inform Text type: Chn to write a diary entry as Philleas Fogg about a day visiting a country in South America (Brazil)</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - To use scaffolding and support to aid planning - To proof read to check for errors in grammar and punctuation - With support, can make improvements to their own and others writing. - To proof read to check for errors in grammar and punctuation - With support, can make improvements to their own and others writing. 	<p>Great Adventurers by Alastair Humphreys: Benedict Allen, p80</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading for pleasure •Reading plus 	<p><u>What are the landmarks of South America?</u></p> <p><u>Killer questions</u> What are the physical features of an identified country? What are the human features of an identified country? Why do animals and humans need nutrition?</p> <p>(G2.2a) As geographers WALT: Understand geographical similarities and differences between two regions—physical. Outcome – Chn will look at the rivers and mountains of Brazil on a map and those of the UK on a map. They will look at similarities and differences.</p> <p>(G2.3a) As geographers WALT: Understand geographical similarities and differences between two regions—human. Outcome – Chn will look at tourist attractions and places of interest of Brazil and discuss similarities and differences to the UK.</p> <p>(S2.1f) As scientists WALT: Report on findings from enquiries, through oral and written explanations, displays or presentations of results and conclusions. Outcome – Chn will use data from pie charts to answer questions about the difference in nutritional food groups between humans and animals</p> <p>(RE) As theologists WALT: explain the origins of religions and the importance of religious teachings. Outcome – Chn will place the most popular religions of when and where they were founded on a world map and a class timeline (permanent display)</p> <p>Link to challenge outcome (for weeks learning) – Children will develop a deep understanding of the physical and human geography of South America.</p>	<p>World Science Day (10 November) Armistice/Remembrance Day (11 November) World Diabetes Day (14 November)</p>

Homework	<p>Number bond or timetables practise: Revise the 2, 5, and 10 times tables. Looking ant using these facts to answer multiplication and division questions.</p>	<p>Spellings:</p> <p>Creating adverbs using the suffix –ly (root word ends In ‘le’)</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Using the information on showbie, choose a S.American artist and create a self-portrait in their style.</p>	<p>3JF INSPIRE</p>
15.11.21	<p>Area of learning: Multiplication and division.</p> <p>Knowledge and skills: To recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables</p> <p>To solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>Mental maths focus: Make equal groups sharing. Make equal groups grouping.</p> <p>WALT: Understand numbers can be broken up into equal groups.</p> <p>WALT: Understand the multiplication symbol, using repeat addition and arrays to answer problems.</p> <p>WALT: Use 2, 5, and 10 times tables.</p> <p>WALT: Divide by 2, 5, and 10.</p>	<p>Purpose: Inform Text type: Chn to write instructions for a recipe of a South America descent.</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - Understand and use verbs appropriately (bossy verbs) - Know what a comma is and where to position it in a sentence between clauses. - To express time and cause using conjunctions (when, before, after, while, so, because) and/or prepositions (before, after, during, in, because of) - Mostly uses a and an according to whether the next word begins with a vowel or constant-SODA - Understand the different between singular and plural- SODA - To use simple organisational devices in non-narrative writing- headings and subheadings. 	<p>Incredible journeys by Levison Wood – Magellan and Drake, pg 32-33</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading for pleasure •Reading plus 	<p>What about the food and culture of South America?</p> <p><u>Killer questions</u> What are the human features of an identified country? What is the culture, community and religion like in the place studied?</p> <p>(D2.5f) As designers WALT: Explain where food come from e.g. region of the world, how they are produced. Outcome – Chn given a map of S.America and different foods to plot on the map, discuss agriculture, climate and food which is mass produced. Chn will then look at traditional dishes in European countries in relation to what grows there naturally.</p> <p>(A3.1b) As artists WALT: Know about/draw inspiration from a range of artists or cultures to influence work. Outcome – Chn will learn about Romero Britto and the art theory behind his work.</p> <p>(A3.1b) As artists WALT: Know about/draw inspiration from a range of artists or cultures to influence work. Outcome – Chn will create plates of food in the style of Romero Britto</p> <p>(S2.1h) As scientists Identify differences, similarities or changes related to simple scientific ideas and processes. Outcome – Chn will look at the different skeleton types of animals and group animals according to this classification. They will then describe the different skeleton types.</p> <p>Link to challenge outcome (for weeks learning) – Chn will look at the regions in S.America that produce food and the different types. Chn will look at the art/artists of selected countries.</p>	<p>Road Safety Week (begins 15 November) Anti-Bullying Week (begins 15 November) Birthday of Guru Nanak Jayanti (19 November) World Children’s Day (20 November)</p>
Homework	<p>Number bond or timetables practise: 3 and 4 times tables. Looking ant using these facts</p>	<p>Spellings:</p> <p>Creating adverbs using the suffix –ly (root word ends in ‘ic’ or ‘al)</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Using the information sheet provided, write a character description of the perfect friend.</p>	<p>4PA Assembly 1FG INSPIRE</p>

	to answer multiplication and division questions.				
22.11.21	<p>Area of learning: Multiplication and division.</p> <p>Knowledge and skills: To recall and use multiplication and division facts for the 3 and 4 multiplication tables</p> <p>Mental maths focus: 2, 5, and 10 times tables</p> <p>WALT: Multiply given number by 3.</p> <p>WALT: Divide given number by 3.</p> <p>WALT: Use knowledge of multiplying and dividing to become fluent in the 3 times table.</p> <p>WALT: Multiply given number by 4.</p>	<p>Purpose: Inform Text type: Chn to write instructions for a recipe of a South America descent</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - To use scaffolding and support to aid planning - To proof read to check for errors in grammar and punctuation - With support, can make improvements to their own and others writing. - To proof read to check for errors in grammar and punctuation - With support, can make improvements to their own and others writing. 	<p>Little leaders: Bold women in black history by Vashti Harrison – pg 10 Harriet Tubman</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading for pleasure •Reading plus 	<p>PSHE week</p> <p>PSHE A2.3 As Citizens WALT identify the characteristics of what makes a good friend. Outcome – Class discussion about what makes a good friend, chn will then role play as interviewer and interviewee for the role of a good friend.</p> <p>PSHE A2.7 As Citizens WALT recognise the importance of working together. Outcome – chn will complete tasks in groups that require team work to successfully complete, then whole class discussion on why collaboration was so important.</p> <p>PSHE A2.6 As Citizens WALT realise that telling the truth is important in building friendships. Outcome – Chn given scenario cards about loyalty and honesty to role ply in groups.</p> <p>PSHE A2.1 As Citizens WALT appreciate that families take many forms. Outcome – Using RHE bookweb stories, chn will discuss why each of our families is important to us and how this means different things to different families.</p>	<p>Disability History Month (begins 22 November) Hanukkah (begins 28 November)</p>
Homework	<p>Number bond or timetables practise: 3, 4 and 8 times tables. Looking ant using these facts to answer multiplication and division questions.</p>	<p>Spellings: Creating adverbs using the suffix –ly (exceptions to the rules)</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework:</p>	<p>4PM Assembly 1TG INSPiRE Parents evening</p>
29.11.21	<p>Area of learning: Multiplication and division.</p> <p>Knowledge and skills: To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Mental maths focus: 3 and 4 times tables WALT: Divide given number by 4.</p>	<p>Purpose: Inform Text type: Chn to write a travel brochure informing about a country in South America (Brazil?)</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - To use simple organisational devices in non-narrative writing- 	<p>Malala’s magic pencil by Malala Yousafzai (PSHE – equality)</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading for pleasure 	<p>TASC wheel work and challenge outcome – How can we use ICT to showcase our work?</p> <p><u>Killer questions</u> How do we use ICT to record a movie? What is a food chain? What are producers, predators and prey? Can you construct a food chain independently?</p> <p>PSHE As Citizens C2.12 WALT recognise that all people are equal.</p>	<p>St Andrew’s Day (30 November) Advent (begins 1 December) World AIDS Day (1 December) International Day for the Abolition of Slavery (2 December) International Day of People with</p>

	<p>WALT: Use knowledge of multiplying and dividing to become fluent in the 4 times table.</p> <p>WALT: Multiply given number by 8.</p> <p>WALT: Divide given number by 8.</p>	<p>headings and subheadings.</p> <ul style="list-style-type: none"> - To accurately use apostrophes for possession and contraction - Understand what a conjunction is and the different types (co-ordination, subordinating) - Use expanded noun phrases to describe - Understand what alliteration is and what to include - Begin to understand what a rhetorical question is - Punctuate sentences accurately- full stops, capital letters, question marks, exclamation marks (SODA) - Use technical language appropriate to the text type. 	<p>•Reading plus</p>	<p>Outcome – Chn given images of people of different ethnicities, genders and abilities and they must match them to job roles. Discussion on whether we can tell much about a person by the way they look.</p> <p>(C2.2c) As digital technicians WALT design and create content.</p> <p>Outcome – Using the TASC wheel, chn will create/edit images and record video footage to create: 1. A menu of their world food and 2. A short movie trailer to showcase the geography work over the past term.</p> <p>(D2.1c) As designers WALT create a design for a product that is appealing, with clear steps to produce it so that it is fit for purpose.</p> <p>Outcome – TASC wheel completion</p> <p>(S2.1s) As scientists WALT construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Outcome – Chn will learn about producers, prey and predators and create their own food chains</p>	<p>Disabilities (3 December)</p>
Homework	<p>Number bond or timetables practise: 3, 4 and 8 times tables. Looking ant using these facts to answer multiplication and division questions.</p>	<p>Spellings:</p> <p>Statutory spelling challenge words</p>	<p>Reading book/ Reading Plus</p>	<p>Flipped homework: Draw a picture of you doing the job you would like to do when you are older. Give your picture a title, label the clothes you will wear to work and any equipment you think you will need to use.</p>	<p>4OS Assembly 1SS INSPIRE</p>
06.12.21	<p>Area of learning: Multiplication and division.</p> <p>Knowledge and skills: To recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.</p> <p>Mental maths focus: 3, 4 and 8 times tables.</p> <p>WALT: Use knowledge of multiplying and dividing to</p>	<p>Purpose: Inform Text type: Chn to write a travel brochure informing about a country in South America (Brazil?)</p> <p>Knowledge and Skills:</p> <ul style="list-style-type: none"> - To use scaffolding and support to aid planning 	<p>Reading assessment</p>	<p>Assessment week PUMA/PIRA X tables check Phonics check To be completed during NICER sessions</p> <p>PSHE C2.8 As Citizens WALT discuss how money is earned and spent</p> <p>PSHE C2.10 As Citizens WALT have aspirations for how we will work in the future. Outcome – Chn given paper dolls and different materials to decorate them with to show what their future jobs will be.</p>	<p>Hanukkah (ends 6 December) Human Rights Day (10 December)</p>

	<p>become fluent in the 8 times table.</p> <p>WALT: Consolidate , 4 and 8 times tables.</p> <p>WALT: multiplication and division facts to compare statements</p> <p>Mini assessment.</p>	<ul style="list-style-type: none"> - To proof read to check for errors in grammar and punctuation - With support, can make improvements to their own and others writing. - To proof read to check for errors in grammar and punctuation - With support, can make improvements to their own and others writing. 			
Homework	Number bond or timetables practise: Revise 2, 5, 10, 3, 4, 8 times tables.	Spellings: Review week	Reading book/ Reading Plus	Flipped homework: Using the video clip on showbie or the printed version, make a story mountain of the nativity story.	Winter fair (Tues)
13.12.21	<u>Christmas week</u>	<u>Christmas week</u>	<p>Twinkl nativity story</p> <ul style="list-style-type: none"> •Vocabulary •Close reading •Comprehension •Reading for pleasure •Reading plus 	Christmas activities Christmas cards Nativity story (RE) Christmas art Party	Jane Austen's birthday (16 December)
Homework	Number bond or timetables practise:	Spellings:	Reading book/ Reading Plus	Flipped homework:	Y2 Nativity (Tues) EYFS Carol concert (Weds) Pantomime (Thurs)